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<b>Q1: Name of School District:</b>	Glenwood Community School District
<b>Q2: Name of Superintendent</b>	Mr. Devin Embray
<b>Q3: Person Completing this Report</b>	Kelli Berke

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**Q4: 1a. Local TLC Goal**

Attract, retain, promote and reward teachers by offering competitive salaries, PD and leadership opportunities with career development and additional compensation.

**Q5: 1b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Mentoring interviews indicated that Journey to Excellence formal mentoring program could be overwhelming to complete the # of activities and filling out the sheets. Teachers and Administrators in the building are very supportive, willing to problem solve, instructional coaches are helpful, instructional materials and curriculum was provided. It can be overwhelming to prioritize daily tasks as a new teacher. New teachers need more support to learn instructional strategies, learning content and getting to observe in classrooms. Job Satisfaction: 91 responses; 96.8% of staff are very satisfied to satisfied with their job; 3.3% are dissatisfied/very dissatisfied. Staff Retention: 150 for the 15-16 school year and 17 left.

Exit Surveys: 14 responses; 13 are very satisfied/satisfied with benefits; 11 are very satisfied/satisfied with pay; 2/14 left due to dissatisfaction with assigned duties or administrator; 10 would recommend district to others seeking employment. The district has updated facilities, 1:1 technology K-12 for students and teachers, an ISL that supports a curriculum resource purchase cycle, a continuum of services for special education, at risk and general education.

**Q7: 2a. Local TLC Goal**

Provide teachers time for professional development; collaboration and training in best practices and in analyzing teacher implementation and student achievement data.

**Q8: 2b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

PD survey: 91 responses; 100% participated in PD activities in last six months provided by the district; 80.2% do not want to participate in more PD, 16.5% want more PD. PLC evaluations: 125 responses; Collaboration 115 say collaboration in PLC settings is occurring or "totally there"; 101 say cognitive and skill based learning is occurring or totally there; 120 say there is a collective focus during PLC time; 94 say the communication structure is strong; however 31 feel it needs improvement. PLC time was used to review # of students meeting outcome assessment on first attempt. Instructional Coaches attended 8 days of training with Diane Sweeney, PLC facilitators attended 3 days with School Reform Initiative, Mentors attended Journey to Excellence training. All instructional coaches had a summative evaluation completed by an assigned principal and district administrator overseeing TLC. The evaluation included 8 teaching standards and 42 criteria applicable to an instructional coach. All TLC positions were required to be reapplied for. 6 PLC facilitator positions were vacant for the 16-17 school year.

**Q10: 3a. Local TLC Goal**

*Respondent skipped this question*

**Q11: 3b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**Q13: 4a. Local TLC Goal**

Improve student achievement by strengthening learning through existing initiatives in a purposeful way.

**Q14: 4b. To what extent has this goal been met?**

(no label)

Fully Met

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Iowa Assessments Collapsed Data:

14-15 Reading: 3-5: 86%, 15-16 3-5 84%; 14-15 6-8 83%, 15-16 6-8 85%; 14-15 9-11 85% 15-16 90%

14-15 Math: 3-5: 92%, 15-16 3-5 85%; 14-15 6-8 86%, 15-16 6-8 86% 14-15 9-11 76%, 15-16 9-11 83%

FAST: K 78%, 1st 61%, 2nd 62%, 3rd 66%, 4th 76%, 5th 67%

STAR reading 8th grade 145 students: Below 25%ile: 27 students/18.6%, 25 to 49%ile: 48 students/33.1%, 50th to 74%ile: 46 students/31.75, 75 and Above %ile: 24 students/16.6%

Kathy Richardson Intervention: Kindergarten 4 students, 1st grade 10 students, 3 passed midyear BV screener, 2nd grade 8 students, 4 passed midyear BV screener.

Scholastic Do the Math Intervention: 4th grade extended day: 16 4th graders, 13 grew, ranging from 7 to 70 points on posttest. 5th grade extended day: 21 5th graders, 21 grew, ranging from 2 to 65 points,

Based on the data points, core instruction is meeting 86% of student needs in Reading, core instruction is meeting 85% of student needs in Math. The student enrollment is 2,148 grades K-12.

**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

**Q16: 5a. Local TLC Goal**

Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

**Q17: 5b. To what extent has this goal been met?**

(no label)

Fully Met

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

91 teachers responded to a professional development survey that reflected data on professional organizations that teachers hold memberships.

74.7% belong to ISEA, 71.4% belong to NEA. The following organizations listed reflect 1 to 8 teachers holding memberships: NCTM, NSTA, NAEYC, NAEA, CEC, PTA, NA Music Educators, IRA, ICTM, IAHSMA, AEI, IAMEA, IASCA, IAAE, IACTE, IA Band Masters, IA FCS, IA CDA, GEA, LDA, Midlands of IA Reading, Mathematics Forum, PLTW, NEATA, AAFCS, FCSEA, ACTE, IFCSE, Mills/Montgomery Cattlemans Association.

Teachers are able to attend trainings provided by the Iowa DE and AEA to include: Iowa Core, Coteaching, Science, Social Studies, Early Literacy, Special Education, TLC to include Diane Sweeney and School Reform Initiative, Really Great Reading, Kathy Richardson, Scholastic Do the Math

District Professional Development for 15-16: Rick Wormeli, Center for Collaborative Classroom, Carnegie Learning, TQPD. Individual teachers can request to attend conferences which include: National Science Conference, PLTW, the district continues to expand its PLTW strands to include Biomedical, Aerospace Engineering, Gateway to Technology, Computer Science and teachers attend the trainings for those during the summer.

**Q19: 6a. Local TLC Goal***Respondent skipped this question***Q20: 6b. To what extent has this goal been met?***Respondent skipped this question***Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)***Respondent skipped this question*

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**Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

In reflecting on the 15-16 school year, we know that we need to provide more support, explicit roles and responsibilities for our master classroom and technology integration teachers. This was an underutilized position as the focus of implementation of Year 1 for our TLC grant focused primarily on getting the instructional coach in place and training our PLC facilitators. As an administrative team we have discussed plans for high implementation and we are also collaborating with local districts and AEA to further define this role and determine what supports need added. We also want to assure that mentees are receiving enough informal support to include ability to observe in classrooms, support with content knowledge and instructional strategies.

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

We have evidence of instructional coaches meeting with individual teachers for purposes of planning instruction, working on classroom management, reviewing data. Teachers at first were apprehensive of a coaching cycle. Once some were completed they shared with their teaching colleagues how much they learned and how valuable it was. "Our coach has done an excellent job of implementing technology in the classroom along with different ways to deliver instruction to a wide variety of learners. I definitely have no regrets allowing a coach into the classroom to help with instructional support. I feel like I have learned a ton from our coach". Another quote: "the instructional coaches have been a great help for teachers. It is wonderful to have someone to take the time to find instructional videos and online tutorials for students for extra help with components. The coaches have helped with sharing and modeling teaching strategies in the classroom. I have appreciated the assistance in learning to record data on student assessments".

The PLC facilitators positions were instrumental in assuring that we were running effective PLCs across the district. They were all trained through School Reform Initiative on protocols to use.

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**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

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